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ABSTRACT

Beginning in 1983, three educational reforms were undertaken in Pennsylvania to revise high school graduation requirements, test for remedial needs, and set higher standards for teachers and administrators. Revision of graduation requirements involved state and local education officials, professional organizations, and the state legislature. New regulations were more rigorous in number of courses required for graduation. A testing program to identify students needing remedial services used multiple-choice tests in reading and mathematics given annually to all students in grades three, five, and eight. Students scoring below the cut-score established by the Pennsylvania Department of Education were required to participate in remedial services provided by public school districts or intermediate units. State legislation and Board of Education regulations combined to produce an operational program and ongoing funding. Efforts to set higher standards for teachers and administrators included testing before certification and tuition assistance to students committed to teaching mathematics and science in Pennsylvania. Appendices include goals for quality education and the revised curriculum regulations containing high school graduation requirements and objectives for meeting the state's educational goals. (LFL)

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High School Reform in Pennsylvania

Prepared by:

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Presented at the Annual Meeting of the
American Educational Research Association

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ABSTRACT

The Pennsylvania Department of Education employees and the Pennsylvania State Board of Education initiated a review of the public high school graduation requirements of 1976 as part of a regularly scheduled process. The evolution of the process and which organizations were involved was reviewed. The process concluded in 1983 and the resulting regulations were presented. How two state testing programs influenced high school reform was examined. Specifically, a testing program to identify students in need of remedial services, and a testing program to identify and reward high achieving students were created and for the former implemented.

HIGH SCHOOL REFORM IN PENNSYLVANIA

INTRODUCTION

During October of 1983 the Governor of Pennsylvania announced several educational reforms. These reforms included the following: (1) "Setting higher curriculum standards and more rigorous requirements for high school graduation, (2) measuring student achievement; supporting and requiring remedial instruction, particularly in the basic skills in the early and middle grades, and providing incentives for higher levels of achievement in the high school years, and (3) setting higher standards for teacher and administrator preparation and certification, and creating incentives to attract the best possible teachers to Pennsylvania classrooms..." The first task listed, revising the high school graduation requirements, had been underway for several years and was passed by the Pennsylvania State Board of Education in December, 1983.

The Pennsylvania high school graduation requirements were revised over a seven-year effort by a variety of Pennsylvania organizations and Department of Education employees. Who was involved and why the individuals were involved was reviewed. The influence of various organizations on the final content for graduation requirements was examined. The final graduation requirements were analyzed.

The second task, developing a testing program to identify students in need of remedial services and providing those remedial services, was initiated in October, 1984. In general, multiple-choice tests for reading and mathematics were administered to all Pennsylvania students in grades three, five and eight. A Pennsylvania Department of Education (PDE) established cut score was employed to identify those students that were eligible for remedial services. The program was named "Testing for Essential Learning and Literacy Skills" (TELLS) by the Governor's office. A second testing program was proposed by the Governor, specifically the "Honors Program". At this time the Honors Program is in the early developmental stages. The honors test is to identify and reward high achieving students by testing grade twelve students.

The third task, setting higher standards for teachers and administrators involves the development of tests for teachers and administrators. The test must be passed before college graduates can become teachers. For administrators, a proposed test must be passed before receiving certification to hold an administrative position. Tuition assistance will be provided to academically strong students who enroll in mathematics and science programs and commit themselves to teach the subject in Pennsylvania.

This paper reviews each of the three areas previously noted. A more detailed review was presented for the high school graduation requirements and the TELLS program since they are operational while the other programs are not operational.

Graduation Requirements

In 1976 the Pennsylvania Department of Education (PDE) and the State Board of Education initiated a review of the high school graduation requirements. This set of regulations is known as Chapter 5. The review was part of a regularly scheduled process by the State Board of Education.

At the start of this process (1976) several factors influenced the review. First, the PDE Director of the Bureau of Curriculum Services and his employees were scheduled to work with the State Board of Education. Dr. David Campbell, a newly employed Director of the Bureau of Curriculum Services, was from 1976 to 1981 one of the main designers of the Chapter 5 Regulations. In his opinion the Chapter 5 Regulations were not well-organized or sequenced from the elementary to junior high to senior high levels. Those perceptions by Dr. Campbell were probably accurate since they were shared by many of the Bureau of Curriculum Services employees. Second, a major project, Project 81, was underway at this time (1976) in the PDE; it was to develop high school competencies. The work of Project 81 employees was considered by the State Board of Education when revising the Pennsylvania Goals of Quality Education. See Appendix A for a list of the Twelve Goals of Quality Education and the goal definitions.

Overall, the high school graduation requirements in 1976 could be categorized as not being rigorous. Also, the requirements had been revised over many years with specific amendments to parts of the requirements. Hence, the requirements needed to be revised in a better organized package. It may be of interest to note the Chapter 5 Regulations for junior high schools were rather rigid. This influenced Pennsylvania school administrators to change junior high schools to middle schools which had rather loose regulations. The revised Chapter 5 work was to be completed by 1981 based on the original schedule.

Between 1976 and 1981 Dr. Campbell emphasized the Chapter 5 Regulations (not the revised Regulations) in his work with Pennsylvania school districts. Project 81 produced a list of 65 competencies which were to be used by Pennsylvania school districts in developing courses and graduation requirements. In 1978 the then Commissioner of Basic Education, Dr. Frank Manchester, contracted with the Pennsylvania Association of Supervision and Curriculum Development to coordinate the efforts for revising Chapter 5 with twenty-five other professional organizations in Pennsylvania. The twenty-five professional organizations were selected because they were concerned with curriculum in some fashion. Dr. Manchester did not include the Pennsylvania State Education Association (PSEA) nor the Pennsylvania branch of the American Federation of Teachers (PAFT), Pennsylvania's two largest teacher unions, on the committee to revise Chapter 5 Regulations. The suggestions from the twenty-five professional organizations were secured and to some extent used in revising the Chapter 5 Regulations.

In 1979 and 1980 the Bureau of Curriculum Services employees along with the Bureau Director, Dr. Campbell, produced drafts of the revised Chapter 5 Regulations. Dr. Campbell wanted the high school graduation requirements written using the Pennsylvania Goals of Quality Education statements rather than by subject areas. The drafts of the Chapter 5 Regulations produced through 1980 were in that form. This meant that goal areas such as: self-esteem, analytical thinking, understanding others, work, family living and

communication skills were used, and school districts needed to have high school courses offering that content. Most high schools in Pennsylvania had some difficulty matching their existing courses with the new Chapter 5 format. The State Board of Education was not extremely concerned with that problem until later.

By 1981 the State Board of Education was preparing to adopt the revised Chapter 5 Regulations. Prior to the adoption a series of hearings were held on a regional basis across Pennsylvania by the State Board of Education to hear testimony on the revised Chapter 5 Regulations. Most of the testimony was negative and was from public school administrators and teachers. Courses not fitting the goals and graduation requirements being based on the Goals of Quality Education were the major concerns. The testimony offered by nonpublic school representatives could be characterized as wild and negative. Nonpublic school representatives were concerned that they would have to include information on areas such as family living (in the testimony this was equated with sex education) and other affective areas. Reading teachers offered negative testimony because reading was not specifically named in the regulations (in the Goals of Quality Education reading was part of the Communications Skills Area). Testimony included statements by school district employees that reading was not included in the revised Chapter 5 Regulations, thus the new regulations were de-emphasizing reading.

In 1982 the Pennsylvania legislature became involved in the process due to the extent of the negative testimony at the State Board hearings. A bill was drafted but not enacted that would have revised Chapter 5 through the legislature. This was a clear message to the PDE that changes needed to be made in the proposed Chapter 5 Regulations.

As a result of the negative testimony, several PDE employees (not from the Bureau of Curriculum Services nor Dr. Campbell) and higher level PDE administrators drafted the Chapter 5 Regulations (1982). The work by the twenty-five professional organizations and the Bureau of Curriculum Services was employed in part in the revisions of Chapter 5 Regulations. Also, a representative of the State Board of Education helped to produce the revisions. The resulting Chapter 5 Regulations were based on a curriculum at the high school level by traditional subjects (mathematics, science, language arts, social studies, etc.). The new Chapter 5 Regulations were rather brief but more rigorous in the number of courses required for high school graduation. A planned course was to be written by school districts for each subject required each year in the regulations. See Appendix B for a review of the revised Chaper 5 Regulations.

The Pennsylvania State Board of Education adopted the revised Chapter 5 Regulations in December 1983 after again holding public hearings. Also, the Pennsylvania legislature placed one member of the House Education Committee and one member of the Senate Education Committee on the Council of Basic Education. The revised Chapter 5 Regulations went into effect in September 1985.

Testing Programs for Students

As noted in the introduction two testing programs were proposed by Governor Thornburgh in 1983. The TELLS program (one of the two testing programs) was designed to identify low achieving students not being served by a remedial program. The general design for the TELLS program was established by employees of Governor Thornburgh's office. TELLS was to include the development of a multiple choice test for third, fifth and eighth grade students on mathematics and reading and was to be administered every year. Those students scoring below a PDE established cut-score were required to participate in remedial services provided by either public school districts or for nonpublic students by intermediate units. Both public school districts and intermediate units were required to provide the remedial services.

In order to produce an operational TELLS program several things happened. First, state legislation, Act 299 of 1963 was employed to develop and implement a new state testing program, specifically TELLS. Second, Act 93 of 1984 mandated that remedial programs be provided for students scoring below the cut score by school districts and intermediate units. Third, the State Board of Education established regulations that required all public schools and their students participate in the TELLS program test administration while the nonpublic schools were allowed to volunteer for the program. Also, students were required in public schools to accept the TELLS services while nonpublic school students were not required to accept the services.

Funding for the TELLS program was established each year as a part of the Pennsylvania budgetary process. For the 1984-1985 school year $24,000,000 was appropriated while in the 1985-1986 school year $38,000,000 was appropriated. A problem with the funding was that only $7,000,000 of the $24,000,000 in 1984-1985 was categorical and for TELLS services only. In the 1985-1986 school year that problem was resolved in part with $28,000,000 of the $38,000,000 being categorical funds for TELLS services only.

At the high school level students that must receive TELLS services have created some concerns. In many high schools grouping by achievement is employed to serve low achieving students. That process does not work well with the TELLS program; hence, other remedial services need to be provided.

A second testing program was proposed, the Honors Program. A state honors test was to be developed for grade twelve students. In addition, local school districts were encouraged to provide high school students with the high level courses needed to successfully pass the honors test. Those students who met or exceeded a predetermined score on the test were to receive a special Honors Diploma, recognizing their high academic achievement. In addition, the top one percent of all students passing the test each year would receive a State Honors Scholarship of $1,000 to be applied to the cost of continuing their education beyond high school.

This program requires that the Pennsylvania legislature provide funding for the 1987-1988 school year. That funding needs to be appropriated (if it is appropriated) during the summer of 1987. Also, a test needs to be developed for the 1987-1988 school year. At this time, the Bureau of Curriculum and Instruction employees have completed part of the task. A committee of

Pennsylvania teachers and curriculum leaders worked on recommendations, objectives and the process to establish the Honors Test. When funding is provided, test development activities will be initiated on the Honors Test by PDE employees in the Division of Educational Testing and Evaluation.

Establishing Higher Standards

An effort is underway to set higher standards for teachers and administrators which involves the development of tests for teachers and administrators. For graduates of a college the test must be passed before they can become public school teachers. The test will include (1) basic skills, (2) knowledge of education, and (3) academic knowledge of specific teaching areas. For administrators a test will be part of the requirements when securing an administrative certificate. At this time the Educational Testing Service (ETS) has been contracted by the PDE to produce the teacher and administrator tests. The testing program was scheduled to be implemented in the 1987-1988 school year.

Comments

It was noted when the programs were operational and when they were proposals. A concern is that proposed programs will not become operational and will not be funded. Another concern is that when Governor Thornburgh leaves office at the end of 1986, the funding for those programs in place will be altered. Also, what his departure will do to influence the programs that need to be developed remains an unanswered question.

GOALS OF QUALITY EDUCATION

(Adopted by the State Board of Education on March 8, 1979)

COMMUNICATION SKILLS
Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

MATHEMATICS
Quality education should help every student acquire skills in mathematics.

SELF-ESTEEM
Quality education should help every student develop self-understanding and a feeling of self-worth.

ANALYTICAL THINKING
Quality education should help every student develop analytical thinking skills.

UNDERSTANDING OTHERS
Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

CITIZENSHIP
Quality education should help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.

ARTS AND THE HUMANITIES
Quality education should help every student acquire knowledge, appreciation and skills in the arts and the humanities.

SCIENCE AND TECHNOLOGY
Quality education should help every student acquire knowledge, understanding and appreciation of science and technology.

WORK
Quality education should help every student acquire the knowledge, skills and attitudes necessary to become a self-supporting member of society.

FAMILY LIVING
Quality education should help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living.

HEALTH
Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT
Quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.

Appendix B.

PENNSYLVANIA

STATE BOARD OF EDUCATION

CHAPTER 5
CURRICULUM REGULATIONS

(THE PROVISIONS OF THIS CHAPTER ARE ISSUED UNDER THE ADMINISTRATIVE CODE §§1317-1320 (P.L. 177, AS AMENDED) (71 P.S. §§367-370) AND THE ACT OF MARCH 10, 1949 (P.L. 30, AS AMENDED) (24 P.S. §§1-101 ET SEQ., PARTICULARLY §15-1511 UNLESS OTHERWISE NOTED).

Section 5.1. Statutory authority.

5.2. Compliance schedule.

5.3. Definitions.

5.4. General provisions.

5.5. Graduation requirements.

5.6. Languages.

5.7. Library/media services.

5.8. Vocational education.

5.9. Scheduling and credit.

5.10. Physical education and athletics.

5.11. Options for awarding planned course credit.

5.12. Exceptions.

5.13. Educational planning and assessment.

5.14. Certification by principal of nonpublic nonlicensed school.

5.15. Credentials other than the high school diploma.

5.16. Students in special situations.

5.17. Allegations of deficiencies.

§5.1. Statutory authority.

The statutory authority for this chapter is the Public School Code of 1949, (24 P.S. §§1-101 - 27-2702) and sections 1317-1320 of The Administrative Code 1929, (71 P.S. §§367-370).

§5.2. Compliance schedule.

The effective date of compliance with this chapter shall begin no later than September, 1985. Section 5.5 (relating to graduation requirements) shall be implemented with the ninth grade class of 1985-86 that will be graduated in 1989.

§5.3. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise:

Arts - Visual Arts, Music, Dance, Theatre, Film Studies, Practical Arts and Crafts.

Curriculum - A series of planned courses that are coordinated and articulated with one another and implemented in order to teach specific knowledge, skills, attitudes, and behaviors in a systematic and cumulative manner.

Educational quality assessment - A comprehensive set of tests for measuring student achievement in the areas addressed by the Goals of Quality Education.

Goals of quality education - Broad goals identified by the Board as desirable outcomes of instruction in the areas of Communication Skills, Mathematics, Science and Technology, Citizenship, Arts and the Humanities, Analytical Thinking, Family Living, Work, Health, the Environment, Self-Esteem, and Understanding Others.

Graduation requirements - Planned courses identified by a board of school directors as those that must be successfully passed by a student to qualify for the awarding of a diploma. These planned courses shall relate directly to the graduation requirements established in §5.5(b) (relating to graduation requirements).

Humanities - Subjects that embrace literature, languages, history, philosophy, or additional courses in English and Social Studies.

Instruction - The delivery of curricula or planned courses.

Intermediate unit - A regional educational service agency that provides educational services to participating school districts as part of the public school system of the Commonwealth.

Learning objectives - Knowledge, skills, attitudes, and behaviors that have been identified as appropriate outcomes of a planned course designed to help attain each of the Goals of Quality Education.

Long-Range Plan (LRP) - A plan, based on the Goals of Quality Education and educational quality assessment, for directing resources toward the improvement of educational programs and services, school management, and student achievement. The LRP planning process includes needs assessment, development of action plans, implementation planning, and evaluation in the following areas: educational programs and services (curriculum and instruction), school management, personnel development, community and staff involvement, use of nondistrict resources.

Planned course - Instruction offered by a school entity and delivered to the students enrolled that is based on a written plan which consists of at least all of the following:

(i) A list of learning objectives expected to be achieved by students.

(ii) Content and instructional time needed to reach learning objectives typically consisting of 120 clock hours of instruction, or a fraction thereof. Fractional planned courses when offered should be in blocks of no less than 30 clock hours.

(iii) Expected levels of achievement.

(iv) Procedures for evaluation.

Principal - A person holding the appropriate certificate who is appointed by a board of school directors to serve, under the direction of the superintendent of schools, as the instructional leader of the school.

School entity - A school district, intermediate unit, or area vocational-technical school.

School organization - Elementary grades are grades kindergarten through 6 and secondary grades are grades 7 through 12.

(i) Kindergarten - A curriculum for students between the ages of 4 and 6 years.

(ii) Elementary school - A school with grades 1 through 6 or a school approved as an elementary school by the Department.

(iii) Middle school - A school with three or four consecutive grades from grade 5 through grade 8 or a school approved as a middle school by the Department.

(iv) Secondary school - A school with grades 7 through 12 or a school approved as a secondary school by the Department.

(v) Junior high school - A school with grades 7 through 9 or a school approved as a junior high school by the Department.

(vi) Senior high school - A school with grades 10 through 12 or a school approved as a senior high school by the Department.

(vii) Area vocational-technical school - A school approved by the Department that provides vocational-technical education programs to secondary students.

Scope and sequence chart - A graphic summary of a curriculum.

Superintendent of schools - A person elected by a board of school directors who is a commissioned officer of the Department and chief executive of a school district.

Unit of credit - For graduation purposes, a unit of credit shall represent formal, quantitative recognition by a school board and the Department of satisfactory completion of a planned course of 120 hours of instruction in grades 9-12. A school district may offer a planned course of less than 120 hours and course credit shall be awarded based on the fraction thereof. For example, a school district may offer a planned course in art for a semester. The students would receive 60 hours of instruction and thus, 1/2 unit of credit. Two semester courses in art would equal 120 hours or 1 unit of credit.

§5.4. General provisions.

(a) General policies.

(1) It is the policy of the Board that the curriculum of each grade be based on the learning objectives designated under each of the Goals of Quality Education. The Goals of Quality Education shall be reviewed by the Board every 10 years, and the learning objectives every 5 years.

(2) It is the policy of the Board that boards of school directors have the greatest possible flexibility in curriculum planning that is consistent with providing quality education and is in compliance with the Public School Code of 1949 (24 P.S. §§1-101 27-2702) and this chapter.

(3) It is the policy of the Board to encourage school entities to supplement the evaluation component of planned courses with locally determined assessment programs to measure student achievement toward meeting State and local goals.

(4) It is the policy of the Board that educational programs shall be provided without discrimination on the basis of race, sex, color, religion, or national origin.

(b) Elementary grades.

(1) Required planned courses for all students to be taught every year.

The following subjects shall be taught to every student every year, shall conform to the criteria established for planned courses, and may be integrated into other appropriate planned courses:

(i) English (including listening and speaking).
(ii) Reading.
(iii) Spelling.
(iv) Writing.
(v) Mathematics.
(vi) Science.
(vii) Social Studies.
(viii) Health.
(ix) Physical Education.
(x) Music.
(xi) Art.

(2) Required planned courses for all students to be taught at least once during the elementary grades.

The following subjects shall be taught to every student at least once during the elementary grades. These planned courses may be taught as separate planned courses or integrated in other appropriate planned courses.

(i) History of United States.
(ii) History of Pennsylvania.
(iii) Geography.
(iv) Civics.
(v) Safety Education.

(c) Secondary grades.

(1) Required planned courses for all students to be taught every year.

The following subjects shall be taught to every student every year and shall conform to the criteria established for planned courses:

(i) English (which may include one planned course in speech).
(ii) Physical Education (may be offered as a fractional planned course).

(2) Required planned courses for all students to be taught during the secondary grades.

(i) Each of the following planned courses shall be taught during the secondary grades:

(A) Mathematics - 5 planned courses, 3 of which must be 120 clock hours each
(B) Science - 5 planned courses, which may include Laboratory Sciences, 3 of which must be 120 clock hours each
(C) Social Studies - 5 planned courses, 3 of which must be 120 clock hours each--to be taken from the Social Sciences which may include Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, American Culture, World Cultures, and History and Government of the United States and Pennsylvania as required in the Public School Code of 1949, (24 P.S. §16-1605).

(ii) The following planned courses shall be taught. They may be offered as fractional planned courses. See definition of planned course in §5.3 (relating to definitions).

(A) Art - 2 planned courses.
(B) Music - 2 planned courses.
(C) Home Economics - 1 planned course.
(D) Industrial Arts - 1 planned course.
(E) Reading - 1 planned course.
(F) Health - 2 planned courses.
(G) Environmental Education - 1 planned course (may be integrated in other appropriate planned courses).

(3) Offered courses.

The following planned courses shall be offered to all students enrolled in secondary grades:

(i) Vocational Education.
(ii) Business Education.
(iii) Consumer Education.
(iv) Foreign Languages (see §5.6(b) relating to languages).
(v) Laboratory Sciences, including Biology, Physics, and Chemistry.
(vi) Computer Science (may be integrated in other appropriate planned courses).
(vii) Industrial Arts.
(viii) Home Economics.

(d) Planned course requirements.

Planned courses shall be based upon the subject matter and shall address the 12 Goals of Quality Education set forth in §5.13 (relating to educational planning and assessment).

§5.5. Graduation requirements.

(a) Each board of school directors shall identify planned courses for which credit toward graduation shall be awarded. These written plans shall be filed at the school district and be available upon request for review by designated representatives of the Department.

(b) In grades 9 through 12 every student shall obtain at least 21 units of credit.

Units of Credit	Course Title
4	English
3	Mathematics
3	Science
3	Social Studies
2	Arts or Humanities or both
1	Health and Physical Education
5	Student selects 5 additional courses from among those approved for credit toward graduation by the school district, including approved vocational education courses.

§5.6. Languages.

(a) Every school district shall provide instruction in at least two second languages other than English, one of which must be a modern language. One foreign language shall be implemented in a minimum 4-year sequence consisting of four consecutive planned courses. Foreign languages may also be offered at the elementary level.

(b) Each school district shall provide for a program for each student whose dominant language is not English for the purpose of facilitating English proficiency. Such programs may include bilingual/bicultural or English-as-a-Second-Language (ESL) curriculum.

§5.7. Library/media services.

Each school district shall provide a library/media curriculum which develops information management skills and processes and provides an accessible, centrally housed collection of resources for all students in each school.

(1) Elementary school librarian - Each school district shall employ a full-time, certificated school librarian to provide leadership in the development and implementation of an effective elementary school library/media program.

(2) Secondary school librarian - Each secondary school shall employ a full-time, certificated school librarian to provide leadership in the development and implementation of an effective school library/media program.

§5.8. Vocational education.

Boards of school directors offering vocational education programs shall use planned courses to deliver those programs. Provisions for planning, organizing, and operating vocational education programs are stated in Chapter 6 (relating to vocational education).

§5.9. Scheduling and credit.

(a) School districts offering kindergarten programs shall provide each kindergarten student with at least 2½ hours of instruction each day for the full school term or obtain Department approval for an alternative kindergarten program.

(b) Prior approval of the Department must be obtained prior to scheduling half-day sessions in grades 1 through 12.

(c) Prior approval of the Department is required before establishing a new school or changing school organization.

(d) Credit may be awarded for planned courses offered during summer sessions, or summer school courses may be designed as noncredit offerings.

§5.10. Physical education and athletics.

(a) Every student shall participate in physical education at every grade level as part of the elementary, junior high, middle school, and senior high school curricula.

(b) The physical education program shall be adapted for students who are unable to participate in the regular physical education program.

(c) The physical education curriculum shall provide coed instruction at the elementary level and secondary levels and may provide for non-coed instruction at the secondary level.

(d) A school entity may offer interscholastic or intramural athletic programs or both.

(e) When a school entity offers interscholastic athletics or intramural athletic programs, or both, boys and girls shall have equal access to all of the following:

(1) School facilities.
(2) Coaching and instruction.
(3) Scheduling of practice time and games.
(4) Number of activities at each level of competition.
(5) Equipment, supplies, and services.
(6) Funding appropriate to the sport.

(f) School districts may also sponsor coeducational teams.

(g) No rules may be imposed that exclude girls from trying out for, practicing with, and competing on any interscholastic teams.

§5.11. Options for awarding planned course credit.

(a) Completion. Credit shall be awarded upon satisfactory completion of planned courses as shall be determined by the principal in consultation with the teacher.

(b) Credit by evaluation. Credit may be awarded to regularly enrolled students who successfully complete an evaluation which assesses mastery of planned course content and objectives, regardless of the instructional time spent, in accordance with policies and procedures previously established by the superintendent and the board of school directors.

(c) Independent study. Independent study courses may be offered for planned course credit if they are based on written plans which consist of at least the components described in the definition of planned course, in §5.3 (relating to definitions).

(d) Other educational experiences. Students may earn credit toward planned course completion through correspondence study, attendance at summer school, weekend classes, study at summer camp, work experiences, and educational travel in accordance with policies and procedures established by the superintendent and the board of school directors.

(e) Advanced placement courses. College-level advanced placement courses may be offered as planned courses in the senior high school curriculum.

(f) Evening high school courses. Credit for standard evening high school planned courses shall be granted on the same basis as credit for planned courses offered during standard school hours.

(g) Higher education courses.

(1) Senior high school students enrolled in a regionally accredited college may, with the prior approval of the high school principal, be awarded planned course credit for college courses when all of the following are met:

(i) The course is taught at the college level and satisfies the definition of a planned course.

(ii) The student satisfactorily completes the requirements of the college course or passes the College Advanced Placement Examination in this subject.

(iii) The college admitting the student accepts the college credits as fulfilling some portion of the requirements for the associate or bachelor's degree.

(iv) The record of the college course completion has been submitted by the college to the sending high school.

(2) In addition, students may leave senior high school prior to the senior year to attend approved colleges on a full-time basis, in accordance with policies and procedures previously established by the Superintendent and the board of school directors. The high school diploma shall be awarded to these students upon successful completion of requirements set forth by the local board of school directors.

§5.12. Exceptions.

(a) General exceptions. The Department may grant exceptions to specific provisions of this chapter when it is necessary to adapt them to the curriculum needs of individual school entities under the following conditions:

(1) The request for an exception shall be in writing and shall include relevant data supporting the need for the exception.

(2) The exception shall be valid only for the school year for which it is granted, unless otherwise specified.

(3) The request shall be made prior to initiating the action requiring approval and must have the prior approval of the board of school directors.

(b) Experimental programs. The Department may waive provisions of this chapter for experimental programs, subject to the following restrictions:

(1) The request for an experimental program shall be in writing and shall include relevant data supporting the need for the experimental program.

(2) The experimental program shall be valid for the school year for which it is granted, unless otherwise specified.

(3) The request shall be made prior to initiating the action requiring approval and must have the prior approval of the board of school directors.

§5.13. Educational planning and assessment.

(a) Once every 5 years, every school district and area vocational-technical school shall submit to the Department a LRP according to criteria established by the Secretary for the plan itself and the planning process. Once the LRP has been submitted to the Department, changes to it submitted by a representative of the school entity must have the prior approval of the school entity's board of directors.

(1) The development of the plan shall include, but not be limited to, the participation of administrators, school personnel, teachers, students, parents of school age children, and members of the community.

(2) The LRP shall include a scheduling plan which will permit a student's participation in an area vocational technical school program and be able to meet mandated graduation requirements under §5.5 (relating to graduation requirements). When appropriate for the purpose of graduation, this plan should utilize §5.12 (relating to exceptions).

(3) The LRP and the curriculum it contains shall be available for public inspection at the district's central office.

(b) Every school district may participate in the Educational Quality Assessment program. The Department will provide an opportunity for the school districts to participate at least once every five years.

(c) The Department will be responsible for coordinating the scheduling of Educational Quality Assessment participation and LRP submission dates.

(d) The LRP shall include evidence that each of the Goals of Quality Education and their learning objectives are addressed in the planned courses required and the planned courses offered by the school entity for all students.

(e) A separate planned course need not be taken for every goal. Multiple goals may be integrated in a single planned course. Each learning objective cited in this section shall be included in planned courses to be taken by all students at least once at the elementary, once at the junior/middle, and once at the senior high school levels.

(f) The following are the Goals of Quality Education. The learning objectives are presented as subparagraphs under the goals with which they are typically associated. They may be linked to other appropriate goals.

(1) COMMUNICATION SKILLS. Quality education shall help every student acquire communication skills of understanding, speaking, listening, reading and writing. Objectives are:

(i) Comprehension of oral, written, and nonverbal communication
(ii) Composition of oral and written communication.
(iii) Interpretation of and facility with language patterns.
(iv) Comprehension and appreciation of literature and arts.
(v) Use of information sources and research techniques.

(2) MATHEMATICS. Quality education shall help every student acquire knowledge, appreciation, and skills in mathematics. Objectives are:

(i) Knowledge of numeration and computation.
(ii) Knowledge of geometry and measurement.
(iii) Knowledge of computer literacy and data management.
(iv) Development of reasoning, problem solving, and creativity.
(v) Knowledge of mathematical life skills and applications.

(3) SCIENCE AND TECHNOLOGY. Quality education shall help every student acquire the knowledge, understanding, and appreciation of science and technology. Objectives are:

(i) Knowledge of basic scientific concepts and processes.
(ii) Understanding of technological applications of scientific principles.
(iii) Appreciation of interaction of science, technology, and society.
(iv) Opportunity for inquiry and hands-on activity in science and technology.
(v) Understanding and use of scientific methodology.

(4) CITIZENSHIP. Quality education shall help every student learn the history of the United States, understand its systems of government and economics, and acquire the values and attitudes necessary for responsible citizenship. Objectives are:

(i) Knowledge of histories: local, State, national and global.
(ii) Understanding of systems of government and law.
(iii) Understanding of systems of economics.
(iv) Knowledge of individual rights and responsibilities.
(v) Knowledge of the participatory nature of the democratic system.

(5) ARTS AND THE HUMANITIES. Quality education shall help every student acquire knowledge, appreciation and skills in the arts and the humanities. Objectives are:

(i) Comprehension of principles and concepts in art, music, craftsmanship, other discrete arts, and the humanities.
(ii) Understanding of the influence of literature, philosophy, and tradition in shaping our heritage.
(iii) Development of analytic and performing skills in the arts and the humanities.
(iv) Application of objective and aesthetic criteria to decision-making.
(v) Participation in intellectual and creative experiences in the arts and humanities.

(6) ANALYTICAL THINKING. Quality education shall help every student develop analytical thinking. Objectives are:

(i) Development of information management skills.
(ii) Development of logical thinking skills.
(iii) Development of problem solving skills.
(iv) Development of decision making skills.

(7) FAMILY LIVING. Quality education shall help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living. Objectives are:

(i) Development of personal and family relationships.
(ii) Selection, management, and maintenance of personal and family resources.
(iii) Understanding of economics of family life.
(iv) Development of consumer skills.

(8) WORK. Quality education shall help every student acquire the knowledge, skills, and attitudes necessary to become a self-supporting member of society. Objectives are:

(i) Development of career awareness.
(ii) Development of personal career planning skills.
(iii) Development of job seeking, job getting, and job keeping skills.
(iv) Development of entry level occupational skills.
(v) Development of an awareness of the dignity of work.
(vi) Development of current labor market skills to foster economic development.

(9) HEALTH. Quality education shall help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being. Objectives are:

(i) Development of personal and physical health.
(ii) Knowledge of community health, disease prevention and control.
(iii) Knowledge of human growth, development, and good nutrition.
(iv) Awareness of the dangers of tobacco, alcohol, and other drugs.
(v) Knowledge of safety and first aid skills.
(vi) Development of family and consumer health.

(10) ENVIRONMENT. Quality education shall help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment. Objectives are:

(i) Knowledge of natural and human resources.
(ii) Understanding of geographic environments: local, regional, global.
(iii) Knowledge of interrelationships and interdependence of natural and human systems.
(iv) Development of personal environmental attitudes and values.
(v) Development of environmental problem solving and management skills.
(vi) Knowledge of and appropriate uses of energy.

(11) SELF-ESTEEM. Quality education shall help every student develop self-understanding and a feeling of self-worth. Objectives are:

(i) Understanding of personal strengths and limitations.
(ii) Recognition of one's personal abilities, interests and accomplishments.
(iii) Awareness of one's personal beliefs and opinions.
(iv) Development of self-confidence.
(v) Development of personal adaptability to change.

(12) UNDERSTANDING OTHERS. Quality education shall help every student acquire knowledge of different cultures and an appreciation of the equal worth and rights of all people to include the active roles and contributions of women, minority racial and ethnic groups. Objectives are:

(i) Knowledge of cultural similarity and diversity.
(ii) Knowledge of individual similarity and diversity.
(iii) Development of interpersonal relationship skills.
(iv) Understanding of human interdependence.
(v) Knowledge of roles and contributions of racial and ethnic groups and women.

§5.14. Certification by principal of nonpublic nonlicensed school.

Elementary or secondary nonpublic nonlicensed schools not already having done so and all such schools not now in existence but desiring to conduct an education program in the future shall within 30 days of beginning classes, file the following certificate, notarized with the Secretary:

> I certify that this school is a day school for the education of children in which the following mandated programs or courses of study are taught in the English language for a minimum of 180 days of instruction or a minimum of 900 hours of instruction in the elementary schools and a minimum of 990 hours of instruction in the secondary schools: Elementary school level -- English, including spelling, reading and writing, arithmetic, geography, the history of the United States and Pennsylvania, science, civics, including loyalty to the State and National Government, safety education, and the humane treatment of birds and animals, health, including physical education and physiology, music and art. Secondary school level -- art, English, health, mathematics, music, physical education, science and social studies (including U.S. and Pennsylvania history).

Name of School _____

Address of School _____

_____

County _____ IU# _____

Public School District in
which school is located _____

Nonpublic Principal _____

_____
(Signature of Principal)

Telephone Number: Area Code ( ) _____

NOTARIZATION:

Return to:

Division of Nonpublic and Private School Services
Bureau of Basic Education Support Services
Department of Education
P.O. Box 911
333 Market Street
Harrisburg, Pennsylvania 17108

§5.15. Credentials other than the high school diploma.

The requirements for a secondary school diploma shall be as follows:

(1) The Commonwealth secondary school diploma may be issued to applicants who are residents of this Commonwealth who do not possess a secondary school diploma upon presentation of evidence of full matriculation and the satisfactory completion of a minimum of 1 full year or 30 semester hours of study at an accredited college or university.

(2) The Commonwealth secondary school diploma may also be issued to applicants who are residents of this Commonwealth who do not possess a secondary school diploma and who are not enrolled in a public, licensed private, registered accredited or licensed nonpublic secondary school when they earn a passing score as determined by the Department on the high school level tests of General Educational Development (GED). Persons over the age of 18 years may qualify for GED testing upon request. Persons 16 to 18 years of age may qualify for GED testing at the written request of one of the following parties:

(i) An employer who requires a high school equivalency credential for job opportunities;

(ii) An official of a college or university that accepts applicants on the basis of GED test scores;

(iii) A recruiting officer for a branch of the armed forces that requires a high school equivalency credential for entry of new recruits; or

(iv) The director of a state institution on behalf of residents, patients, or inmates upon their anticipated release or discharge from the institution.

(3) The Department will not ordinarily issue a diploma until after the last class of which the applicant was a member has been graduated. This restriction may be waived by the Department upon the recommendation of the local school district for persons 16 to 18 years of age who meet the higher education or GED requirement for the secondary school diploma.

§5.16. Students in special situations.

(a) Foreign students. Foreign students without educational credentials may earn the Commonwealth Secondary School Diploma by meeting §5.15 (relating to credentials other than the high school diploma).

(b) Graduates of out-of-State, nonapproved schools. A graduate of a secondary school in another state that is not on an approved list of secondary schools may earn an appropriate credential by passing an examination administered by the education agency of that state or by its designate or by meeting the requirements for a secondary school diploma in §5.15 (relating to credentials other than the high school diploma).

(c) Transfer students. Credit granted by a public school in this Commonwealth shall be accepted by all public schools and institutions in this Commonwealth upon the transfer of a student.

§5.17. Allegations of deficiences.

(a) The Department will develop guidelines for handling all allegations of curriculum deficiencies. The guidelines will provide for Department notification of the appropriate school district superintendents or intermediate unit directors. When investigating an allegation, the Department may require the school entity to submit any or all of the following:

(1) Written plans for relevant planned courses.
(2) Written plans for a series of articulated planned courses.
(3) Scope and sequence charts.
(4) Information on staff assignments.

(b) If the Department verifies a program deficiency the school entity shall submit a plan to the Department to correct the deficiency.

(c) The Department will review the corrective actions within 1 year, and if they remain uncorrected the Department will send a notice of deficiency to the school entity. The notice shall be announced publicly at the next regular school board meeting.

(d) The Department will take appropriate actions if the school entity has not corrected deficiencies after the notice of deficiency has been announced at the school board meeting.

Editor's Note: The remainder of Chapter 5, appearing at 22 Pa. Code pages 7-21.1.1 (34849-50, 38509-10, 30881-82, 28513-14, 17755-56, 47368-69, 53245-46, 69379-82, 34861-64, 30465-67), is proposed to be deleted in its entirety.